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AUTHOR Brawer, Florence B.
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ABSTRACT

Over 1800 entering freshmen and 238 staff members in three proximate but diverse community colleges ranked values according to Rokeach's Terminal and Instrumental Values Scales. The hierarchical designations were compared for all subjects on the bases of role orientation, sex, age, and major field of interest or subject discipline. Role orientation (staff vs. student designation) was found to be statistically more significant than any of the other comparisons. Stemming from the results of this study, a proposed clustering of values has been devised for use in future research. Five constellations of values have been suggested: (1) the belief in rational or cognitive man versus the irrational; (2) the belief in a personal God, a somewhat structured Judeo-Christian belief system; (3) the Protestant ethic--the notions that one must work for a living, give value for money received, be "practical" in orientation to life and work; (4) the concept of democracy, equal opportunity for all, and (5) the view of the person as an individual, having rights of his own, and stressing his individuality. (Author/CA)

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Application of Rokeach's Values Scales to Community College Populations

by

Florence B. Brawer
ERIC Clearinghouse for Junior Colleges, UCLA

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Over 1800 entering freshmen and 238 staff members in three proximate but diverse community colleges ranked values according to Rokeach's Terminal and Instrumental Values Scales. The hierarchical designations were compared for all subjects on the bases of role orientation, sex, age, and major field of interest or subject discipline. Role orientation (staff vs. student designation) was found to be statistically more significant than any of the other comparisons.

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UNIVERSITY OF CALIF.
LOS ANGELES

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This paper is an abbreviation of the monograph, Values and the Generation Gap by Florence B. Brawer, Washington, D.C.: ERIC Clearinghouse for Junior Colleges and American Association of Junior Colleges, 1971.

Unlike other terms that describe individual functioning or account for a person's idiosyncratic modes of behavior, the use of attitudes and values as personality descriptors and as "proper" subjects for investigation requires little explanation. Attitudes, traits, values, and even interests, generally considered to be fundamental dimensions of personality, are often used interchangeably as equivalent references. Usually, values are equated with the desirable--something to be esteemed and held as important. They are often seen as concepts that are organized, more or less clearly, around clusters of attitudes (Kluckhohn, 1951; Newcomb, Turner and Converse, 1965). Generally, the notion prevails that by knowing an individual's value system, one will also have a considerable amount of related information about the person who holds those particular beliefs and, accordingly, about his manner of behaving in specific kinds of situations.

All societies have had specialists who are concerned with the transmission and expression of culturally-proven values and mores to the younger generations and with the maintenance of these values among their adult members. A major function of school has always been to teach these values. This function has been perpetuated throughout the years with more or less success. Some students unquestionably accept the mores and values of their teachers; others almost totally reject everything an adult attempts to "teach". Whatever the degree of acquiescence in the past, however, the phenomenon of acceptance/rejection is particularly pointed with the current emphasis on gaps between generations and different cultural groups, and among administrators, instructors, and students.

Since a basic tenet of education is that it seeks to teach values, the junior college--a self-styled "teaching institution"--must, by extension, concern itself with transmitting values from generation to generation. Accordingly, investigations of value differences, value similarities, and value changes appear particularly appropriate to any study of the junior college.

Unfortunately, little work has been done on the issue at this particular level. One of the few such investigations among junior college personnel attempted to establish contrasts and similarities in values and attitudes between students and faculty (Blai, 1970). Results from a 95-item questionnaire, selected from a larger scale developed by Hadden (1969), indicated that 42 attitudes were shared by a majority of the students while diverse views were often expressed by students and faculty in Blai's junior college population. Another study, reporting results of a fifty-question survey administered to political science students, found significant attitudinal differences in terms of both age and sex (Sogomonian, 1967).

The investigation of student/staff values reported here constitutes one phase of a larger study coordinated by the ERIC Clearinghouse for Junior Colleges at UCLA (Cohen, 1970; Park, 1971). The overriding purpose of this project was to develop guidelines for institutional assessment--hence, program development--by considering specific characteristics of junior colleges, student bodies, faculties, and administrative staffs.

METHOD

The Schools

The three schools from which the subjects were drawn are all located within a 75-mile radius of Los Angeles. Although no one institution can ever duplicate another, a number of commonly held features suggest that these schools represent other junior colleges throughout the country.

Urban College, established in 1927, is a large community college. Current enrollment figures report the student population as 40% black, 40% white, and 20% other groups. The college's present enrollment of some 3,400 students represents a considerably smaller number than in its earlier years.

Suburban College is in many ways the antithesis of Urban College. Built in 1966, it is a growing school (4367 day students in 1970) in an expanding community, a self-styled "innovative institution". Its audio-tutorial equipment, carrels, creative laboratory setups, and other technical media are used by students as essential components of their curriculum, not merely as adjuncts to other courses or programs.

Rural College is notably different from the two other schools. It is small (714 day students in 1970), comparatively new (established in 1962), and its few faculty members appear to accept the mandates of the administrative staff. The school functions as a traditional, self-contained college in a rural area.

Subjects

The subjects for this study included 1876 entering freshmen students and 238 staff members in the three schools. There were 1044 male and 821 female students ranging in age from 16 to over 22 years, with a median age of 17.2.

The 238 staff members included 155 males and 83 females. Their ages ranged from 25 to over 40, with a median of 40 years. Subjects who were members of the administrative staff included two of the three college presidents, 28 administrators from all three schools, and 10 people who identified themselves primarily as counselors. The combined responses of both faculty and administration are presented as one group, staff, and compared with responses of the students.

Instruments

Of the several instruments administered, only one--the Rokeach Value Scales (1968)--is pertinent to this discussion. These scales have been developed upon a particular theoretical basis (Rokeach, 1968a) which distinguishes between terminal values (the end-states worth attaining) and instrumental values (the modes of behaving). Thus, two separate but interrelated value systems are postulated.

Terminal values represent specific beliefs which the individual strives to maintain as personally and socially worth-while (e.g., a world of peace, wisdom, mature love). Instrumental values are closely related to what other psychologists have called traits, ~~honesty~~,

intellectual orientation or modes of behavior (courageousness, cheerfulness). There are ways the individual conducts himself in order to achieve certain end goals, criteria for behavior, even though he may not be consciously aware of these goals at the time he is acting in a particular manner.

Any single value is part of a larger organization--a value system--and its importance to the individual is evidenced by its position relative to other values. Thus, the hierarchical order by which values may be conceptualized suggests a rank ordering along an individually designated continuum of importance.

Rokeach's phenomenological approach is based upon the assumption that every person undergoing a process of socialization has learned certain beliefs about modes of behaving or about end-states of existence which he considers socially and personally desirable. Another assumption is that every person differs from every other person, not so much as to whether or not he possesses certain values but, rather, the degree to which they are important to him. The differences become evident in terms of the way these values are arranged into a system or organization, thereby creating a hierarchy of values.

The Rokeach Scales

Building on this rationale, Rokeach has developed a way of measuring values according to two independent scales (1968; 1969). One list includes eighteen terminal values; the other, eighteen instrumental values. Each scale, distilled from lists of several hundred values, contains 18 alphabetically arranged terms which the subject is asked to rank "in order of importance to him". Most respondents feel the ordering process is not very reliable since all these values are socially desirable and the task of ranking seems difficult. However, research evidence points to the contrary. The rank ordering that the individual imposes on the two sets of value lists comes primarily from within himself and is not inherent in the structure of the stimulus material itself. In this sense, the two scales are similar to other projective techniques.

Procedures and Results

At the beginning of the fall term, 1969, instructors and administrative staffs in each of the three sample schools responded to the Values Scales. The scales were incorporated in a booklet that contained several other items to which the subjects also responded. Responses were tabulated separately for each subject.

The statistical methods* employed were as follows: For each case (role affiliation, sex, age, major), the sample was separated into appropriate groups (for example, male and female students). Then, for each of the values considered, the median response of the groups was computed as well as the median response for the total sample. It should be pointed out that the medians were computed using the standard technique

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*The statistical analyses as well as all tables were made by Thomas B. Farver, who is also responsibile for this note and the methods employed.

for grouped data (49a:273). The median test to determine if the groups represented samples from populations with the same median was performed. Once the medians had been computed for all 18 values (in both the Terminal and Instrumental Values Scales), they were ranked. For the convenience of the reader, both Chi-square values (X^2) and ranks appear in the tables.

Two points of clarification should be made regarding the results. First, although the size of the medians for the groups sometimes appears close, significance by the median test is established. This result is explained mainly by the relative sample size of the two groups. Because of the nature of the study and because of population size differences, it was not always possible to achieve equality in sample size (for example, student samples are always much larger than staff samples). As a result the total median (on which the median test is ultimately based) is heavily weighted by the groups with the largest sample sizes.

Secondly, the results may be interpreted from two points of view: If one is primarily interested in the relative order of importance of the values among the groups, he will look at the general pattern of the ranks of the medians for each group. On the other hand, one can gain important information by considering the level of the medians for the values. Here his attention would be directed towards the results of the median test.

Rather than present a detailed discussion of value differences discerned between the various grouping, we have chosen to let the data speak for themselves (Tables I through XVI). However, one finding is worthy of particular note--i.e., the actual role of student or teacher seems to affect the value system more than any other variable--sex, age, or designated major. Both the greatest differences and the greatest number of differences were discerned when students were compared with staff members. This is in truth a generation gap. However, it is not as much a gap between old people and young as between established instructors and students, by definition, a group in role transition.

TABLE I

MEDIAN TEST COMPARISON OF STUDENT AND STAFF IN ORDERING OF TERMINAL VALUES

Terminal Value	Student N=1545		Staff N=180		Total N=1725		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Comfortable Life	6.94	4	11.69	13	7.41	6	69.91	<.001
Equality	8.53	10	9.53	11	8.64	10	7.06	<.01
An Exciting Life	10.04	13	9.13	10	9.98	13	1.74	<.20
Family Security	6.98	5	7.19	6	7.00	4	0.00	<.975
Freedom	6.04	2	6.50	3	6.08	2	1.05	<.40
Happiness	4.93	1	7.36	7	5.12	1	39.27	<.001
Inner Harmony	9.81	11	6.86	4	9.46	11	58.67	<.001
Mature Love	6.26	3	7.73	8	6.40	3	12.62	<.001
National Security	13.71	17	15.20	17	13.94	16	43.21	<.001
Pleasure	11.20	14	13.77	16	11.51	14	56.00	<.001
Salvation	13.67	15	17.07	18	14.13	18	68.55	<.001
Self-Respect	7.39	6	5.04	1	7.10	5	41.85	<.001
Sense of Accomplishment	9.92	12	5.27	2	9.52	12	114.88	<.001
Social Recognition	14.15	18	12.95	15	14.02	17	11.84	<.001
True Friendship	8.49	9	7.93	9	8.43	8	2.34	<.20
Wisdom	8.40	8	6.97	5	8.24	7	15.15	<.001
World at Peace	7.95	7	12.78	14	8.63	9	121.34	<.001
World of Beauty	13.69	16	10.55	12	13.36	15	54.83	<.001

TABLE II

MEDIAN TEST COMPARISON OF STUDENT AND STAFF IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	Student N=1304		Staff N=183		Total N=1487		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	6.19	3	9.97	13	6.69	3	45.91	<.001
Broadminded	7.94	6	7.03	4	7.77	5	6.06	<.025
Capable	9.23	11	7.00	3	8.97	9	28.76	<.001
Cheerful	8.79	8	10.80	15	9.13	10	21.00	<.001
Clean	9.20	10	14.42	17	9.90	12	131.80	<.001
Courageous	11.35	14	8.17	6	11.03	14	33.54	<.001
Forgiving	9.27	12	10.03	14	9.41	11	4.08	<.05
Helpful	8.96	9	8.55	8	8.88	8	0.60	<.90
Honest	4.67	1	4.50	1	4.66	1	0.06	<.80
Imaginative	12.57	17	9.70	12	12.25	17	44.89	<.001
Independent	7.84	5	8.25	7	7.90	6	1.02	<.40
Intellectual	10.48	13	9.17	10	10.23	13	15.46	<.001
Logical	11.73	16	9.22	11	11.34	15	47.03	<.001
Loving	5.93	2	7.33	5	6.08	2	11.41	<.001
Obedient	14.29	18	16.89	18	14.75	18	119.97	<.001
Polite	11.43	15	14.34	16	11.90	16	57.76	<.001
Responsible	7.36	4	5.82	2	7.12	4	32.92	<.001
Self-Controlled	8.60	7	9.10	9	8.64	7	0.17	<.70

TABLE III

MEDIAN TEST COMPARISON OF TWO STUDENT AGE GROUPS IN ORDERING OF TERMINAL VALUES

Terminal Value	22 or younger N=1422		23 or older N=123		Total N=1545		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
A Comfortable Life	6.84	4	8.00	9	6.94	4	1.78	$<.20$
Equality	8.50	9	8.77	10	8.53	10	0.26	$<.70$
An Exciting Life	9.99	11	10.40	13	10.04	13	0.18	$<.70$
Family Security	7.18	5	3.61	1	6.98	5	19.20	$<.001$
Freedom	5.98	2	6.50	5	6.04	2	0.48	$<.50$
Happiness	4.91	1	5.14	2	4.93	1	0.55	$<.50$
Inner Harmony	9.99	12	7.36	7	9.81	11	9.64	$<.005$
Mature Love	6.25	3	6.30	4	6.26	3	0.00	
National Security	13.81	17	12.13	14	13.71	17	5.05	$<.025$
Pleasure	11.07	14	12.83	15	11.20	14	5.60	$<.025$
Salvation	13.65	16	13.90	16	13.67	15	0.02	$<.90$
Self-Respect	7.50	6	5.70	3	7.39	6	4.34	$<.05$
Sense of Accomplishment	10.00	13	7.50	8	9.92	12	4.37	$<.05$
Social Recognition	14.15	18	14.08	17	14.15	18	0.00	$<.975$
True Friendship	8.43	8	9.10	11	8.49	9	1.28	$<.30$
Wisdom	8.51	10	7.32	6	8.40	8	4.40	$<.05$
World at Peace	7.73	7	9.58	12	7.95	7	7.35	$<.01$
World of Beauty	13.57	15	15.05	18	13.69	16	3.80	$<.10$

TABLE IV

MEDIAN TEST COMPARISON OF TWO STUDENT AGE GROUPS IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	22 or younger N=1206		23 or older N=98		Total N=1304		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	6.22	3	5.80	2	6.19	3	0.06	$<.80$
Broadminded	7.99	6	7.25	5	7.94	6	0.35	$<.70$
Capable	9.29	12	8.56	9	9.23	11	1.00	$<.50$
Cheerful	8.66	8	9.89	11	8.79	8	2.20	$<.20$
Clean	9.12	10	10.50	12	9.20	10	1.75	$<.20$
Courageous	11.38	14	10.63	14	11.35	14	0.11	$<.80$
Forgiving	9.16	11	10.50	12	9.27	12	1.39	$<.30$
Helpful	8.98	9	8.25	7	8.96	9	0.56	$<.50$
Honest	4.68	1	4.50	1	4.67	1	0.01	$<.90$
Imaginative	12.59	17	12.29	17	12.57	17	0.04	$<.90$
Independent	7.73	5	8.76	10	7.84	5	2.36	$<.20$
Intellectual	10.67	13	8.50	8	10.48	13	4.79	$<.05$
Logical	11.77	16	11.25	16	11.73	16	0.17	$<.70$
Loving	5.83	2	7.00	4	5.93	2	3.25	$<.10$
Obedient	14.31	18	13.63	18	14.29	18	0.05	$<.90$
Polite	11.45	15	11.08	15	11.43	15	0.06	$<.90$
Responsible	7.40	4	6.50	3	7.36	4	0.52	$<.50$
Self-Controlled	8.65	7	7.92	6	8.60	7	0.42	$<.70$

TABLE V

MEDIAN TEST COMPARISON OF TWO STAFF AGE GROUPS IN ORDERING OF TERMINAL VALUES

Terminal Value	39 or younger N=85		40 or older N=95		Total N=180		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Comfortable Life	10.70	12	12.67	14	11.69	13	1.74	$<.20$
Equality	10.00	11	8.64	10	9.53	11	2.72	$<.10$
Exciting Life	7.70	9	10.83	12	9.13	10	6.48	$<.025$
Family Security	8.10	10	6.28	4	7.19	6	1.38	$<.30$
Freedom	7.50	8	5.42	3	6.50	3	5.70	$<.025$
Happiness	7.10	5	7.50	7	7.36	7	0.02	$<.80$
Inner Harmony	6.30	4	7.08	6	6.86	4	0.98	$<.70$
Mature Love	5.67	3	8.50	8.5	7.73	8	8.73	$<.005$
National Security	15.93	17	14.41	17	15.20	17	6.98	$<.01$
Pleasure	13.21	15	14.13	16	13.77	16	0.74	$<.40$
Salvation	17.36	18	16.90	18	17.07	18	0.95	$<.40$
Self-Respect	5.14	1	4.92	1	5.04	1	0.04	$<.90$
Sense of Accomplishment	5.17	2	5.32	2	5.27	2	0.00	$<.975$
Social Recognition	12.50	14	13.30	15	12.95	15	0.95	$<.40$
True Friendship	7.36	6	8.50	8.5	7.93	9	0.98	$<.40$
Wisdom	7.39	7	6.50	5	6.97	5	1.26	$<.30$
World at Peace	13.23	16	12.17	13	12.78	14	1.97	$<.20$
World of Beauty	11.50	13	10.07	11	10.55	12	2.72	$<.10$

TABLE VI

MEDIAN TEST COMPARISON OF TWO STAFF AGE GROUPS IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	39 or younger N=89		40 or older N=94		Total N=183		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	9.64	11	10.15	13	9.97	13	0.40	$<.60$
Broadminded	7.64	6	6.50	4	7.03	4	2.32	$<.20$
Capable	7.50	5	6.35	3	7.00	3	1.17	$<.30$
Cheerful	11.30	15	10.25	14	10.80	15	0.46	$<.50$
Clean	14.00	16	14.62	17	14.42	17	0.27	$<.70$
Courageous	9.90	13.5	7.19	5	8.17	6	7.40	$<.01$
Forgiving	9.10	9	10.86	15	10.03	14	2.99	$<.10$
Helpful	9.14	10	7.50	6	8.55	8	3.44	$<.10$
Honest	4.36	1	4.58	1	4.50	1	0.00	$<.95$
Imaginative	9.90	13.5	9.50	10.5	9.70	12	0.05	$<.90$
Independent	7.10	4	8.81	9	8.25	7	1.25	$<.30$
Intellectual	8.75	7	9.55	12	9.17	10	0.69	$<.50$
Logical	8.88	8	9.50	10.5	9.22	11	0.28	$<.60$
Loving	6.17	3	8.57	8	7.33	5	4.62	$<.05$
Obedient	17.27	18	16.68	18	16.89	18	0.54	$<.50$
Polite	14.21	17	14.37	16	14.34	16	0.00	$<.95$
Responsible	6.06	2	5.20	2	5.82	2	2.08	$<.20$
Self-Controlled	9.70	12	8.29	7	9.10	9	0.26	$<.70$

TABLE VII

MEDIAN TEST COMPARISON OF MALE AND FEMALE STUDENTS IN ORDERING OF TERMINAL VALUES

Terminal Values	Female N=696		Male N=849		Total N-1545		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Comfortable Life	8.62	10	5.33	2	6.94	4	60.63	<.001
Equality	8.02	8	8.97	11	8.53	10	6.06	<.025
An Exciting Life	11.46	13	8.46	9	10.04	13	33.12	<.001
Family Security	6.91	4	7.05	5	6.98	5	0.02	<.90
Freedom	6.94	5	5.34	3	6.04	2	17.17	<.001
Happiness	4.85	1	5.02	1	4.93	1	0.00	
Inner Harmony	8.67	11	10.50	14	9.81	11	20.92	<.001
Mature Love	6.15	2	6.33	4	6.26	3	0.13	<.80
National Security	13.54	17	13.79	16	13.71	17	0.76	<.40
Pleasure	12.31	14	10.15	13	11.20	14	37.89	<.001
Salvation	13.12	15	14.02	18	13.67	15	3.03	<.100
Self-Respect	6.28	3	8.02	6	7.39	6	24.42	<.001
A Sense of Accomplishment	9.87	12	9.95	12	9.92	12	0.07	<.80
Social Recognition	14.63	18	13.75	15	14.15	18	9.38	<.005
True Friendship	8.55	9	8.42	8	8.49	9	0.14	<.80
Wisdom	7.98	7	8.70	10	8.40	8	3.68	<.10
A World at Peace	7.50	6	8.32	7	7.95	7	2.09	<.20
A World of Beauty	13.50	16	13.89	17	13.69	16	0.79	<.40

TABLE VIII

MEDIAN TEST COMPARISON OF MALE AND FEMALE STUDENTS IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	Female N=586		Male N=718		Total N=1304		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	7.68	4	4.87	1	6.19	3	32.44	$<.001$
Broadminded	7.77	6	8.04	6	7.94	6	0.36	$<.70$
Capable	9.34	12	9.11	8	9.23	11	0.09	$<.70$
Cheerful	7.73	5	9.71	10	8.79	8	12.73	$<.001$
Clean	8.04	8	10.02	11	9.20	10	16.73	$<.001$
Courageous	12.09	15	10.74	15	11.35	14	8.31	$<.005$
Forgiving	8.07	9	10.35	13	9.27	12	18.63	$<.001$
Helpful	7.94	7	9.65	9	8.96	9	19.83	$<.001$
Honest	4.14	1	5.28	2	4.67	1	8.54	$<.005$
Imaginative	13.12	17	12.11	17	12.57	17	6.76	$<.010$
Independent	8.62	10	7.24	4	7.84	5	6.84	$<.010$
Intellectual	11.06	13	10.06	12	10.48	13	2.41	$<.20$
Logical	12.95	16	10.51	14	11.73	16	30.41	$<.001$
Loving	5.34	2	6.32	3	5.93	2	6.59	$<.020$
Obedient	14.23	18	14.32	18	14.29	18	0.00	
Polite	11.45	14	11.38	16	11.43	15	0.00	$<.975$
Responsible	7.42	3	7.28	5	7.36	4	0.03	$<.90$
Self-Controlled	9.20	11	8.29	7	8.60	7	2.39	$<.20$

TABLE IX

MEDIAN TEST COMPARISON OF MALE AND FEMALE STAFF IN ORDERING OF TERMINAL VALUES

Terminal Value	Female N=62		Male N=118		Total N=180		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Comfortable Life	13.54	15	10.13	12	11.69	13	7.06	<.01
Equality	8.63	10	9.75	11	9.53	11	0.79	<.40
An Exciting Life	10.00	11	8.50	10	9.13	10	0.33	<.60
Family Security	8.50	8.5	5.75	3	7.19	6	6.60	<.025
Freedom	5.80	3	6.78	5	6.50	3	0.61	<.50
Happiness	8.50	8.5	6.63	4	7.36	7	0.33	<.60
Inner Harmony	6.50	5	6.96	6	6.86	4	0.36	<.60
Mature Love	7.00	6	7.91	8	7.73	8	0.34	<.60
National Security	15.04	16	15.35	17	15.20	17	0.58	<.50
Pleasure	15.55	17	13.18	16	13.77	16	2.58	<.20
Salvation	17.00	18	17.07	18	17.07	18	0.01	<.90
Self-Respect	4.29	1	5.64	2	5.04	1	6.46	<.01
Sense of Accomplishment	5.60	2	5.11	1	5.27	2	0.34	<.60
Social Recognition	12.86	14	12.96	14	12.95	15	0.01	<.90
True Friendship	7.86	7	7.94	9	7.93	9	0.00	<.99
Wisdom	5.81	4	7.40	7	6.97	5	5.74	<.025
World of Peace	12.50	13	13.04	15	12.78	14	0.36	<.90
World of Beauty	10.22	12	10.75	13	10.55	12	0.33	<.90

TABLE X

MEDIAN TEST COMPARISON OF MALE AND FEMALE STAFF IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	Female N=64		Male N=119		Total N=183		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	10.63	13	9.50	12	9.97	13	1.98	$<.20$
Broadminded	6.50	4	7.50	4	7.03	4	2.96	$<.10$
Capable	7.58	7	6.38	3	7.00	3	0.94	$<.40$
Cheerful	11.50	14.5	10.63	15	10.80	15	0.00	$<.95$
Clean	14.78	17	13.93	16	14.42	17	0.68	$<.50$
Courageous	7.50	6	8.41	6	8.17	6	0.35	$<.60$
Forgiving	9.86	12	10.13	14	10.03	14	0.14	$<.80$
Helpful	8.20	8	8.64	7	8.55	8	0.10	$<.80$
Honest	3.78	1	5.25	1	4.50	1	3.09	$<.10$
Imaginative	9.00	9	9.88	13	9.70	12	0.18	$<.70$
Independent	6.63	5	9.10	8	8.25	7	2.05	$<.20$
Intellectual	9.13	10	9.14	9	9.17	10	0.00	
Logical	9.14	11	9.23	11	9.22	11	0.00	
Loving	4.89	2	9.17	10	7.33	5	11.58	$<.001$
Obedient	17.33	18	16.59	18	16.89	18	4.95	$<.05$
Polite	14.36	16	14.25	17	14.34	16	0.01	$<.80$
Responsible	6.22	3	5.56	2	5.82	2	1.20	$<.30$
Self-Controlled	11.50	14.5	7.70	5	9.10	9	2.42	$<.20$

TABLE XI

MEDIAN TEST COMPARISON OF COMBINED MALE STUDENTS AND STAFF AND COMBINED FEMALE STUDENTS AND STAFF IN ORDERING OF TERMINAL VALUES

Terminal Value	Male N=967		Female N=758		Total N=1725		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Comfortable Life	5.91	3	9.09	11	7.41	6	108.88	<.001
Equality	9.11	11	8.06	7	8.64	10	16.32	<.001
An Exciting Life	8.47	8	11.29	13	9.98	13	79.80	<.001
Family Security	6.92	5	7.05	5	7.00	4	1.74	<.20
Freedom	5.49	2	6.82	4	6.08	2	26.10	<.001
Happiness	5.20	1	5.04	1	5.12	1	2.35	<.20
Inner Harmony	10.07	13	8.47	9	9.46	11	31.97	<.001
Mature Love	6.53	4	6.22	3	6.40	3	1.42	<.30
National Security	13.99	17	13.83	17	13.94	16	1.64	<.30
Pleasure	10.52	14	12.54	14	11.51	14	74.94	<.001
Salvation	14.50	18	13.59	16	14.13	18	6.43	<.025
Self-Respect	7.82	6	6.02	2	7.10	5	54.55	<.001
A Sense of Accomplishment	9.50	12	9.55	12	9.52	12	0.02	<.90
Social Recognition	13.65	16	14.51	18	14.02	17	19.08	<.001
True Friendship	8.38	7	8.50	10	8.43	8	0.22	<.70
Wisdom	8.58	9	7.77	6	8.24	7	10.77	<.005
A World at Peace	9.02	10	8.07	8	8.63	9	6.97	<.01
A World of Beauty	13.50	15	13.22	15	13.36	15	1.32	<.30

TABLE XII

MEDIAN TEST COMPARISON OF COMBINED MALE STUDENTS AND STAFF AND COMBINED FEMALE STUDENTS AND STAFF IN ORDERING OF INSTRUMENTAL VALUE

Instrumental Value	Male N=837		Female N=650		Total N=1487		Median Test Degrees of Freedom: 1	
	Median	Rank	Median	Rank	Median	Rank	χ^2	p-value
Ambitious	5.33	2	8.14	6	6.69	3	66.11	<.001
Broadminded	7.97	6	7.47	4	7.77	5	2.45	<.20
Capable	8.74	8	9.18	11	8.97	9	3.95	<.05
Cheerful	9.85	10	8.22	7	9.13	10	22.65	<.001
Clean	10.73	15	8.83	10	9.90	12	35.96	<.001
Courageous	10.50	14	11.72	14	11.03	14	16.91	<.001
Forgiving	10.32	13	8.23	8	9.41	11	34.82	<.001
Helpful	9.46	9	7.98	5	8.88	8	37.46	<.001
Honest	5.29	1	4.10	1	4.66	1	23.14	<.001
Imaginative	11.82	16	12.88	17	12.25	17	18.83	<.001
Independent	7.56	5	8.50	9	7.90	6	6.27	<.025
Intellectual	9.87	11	10.66	13	10.23	13	4.38	<.05
Logical	10.29	12	12.71	16	11.34	15	64.28	<.001
Loving	6.75	3	5.27	2	6.08	2	20.37	<.001
Obedient	14.71	18	14.79	18	14.75	18	0.15	<.70
Polite	11.83	17	11.99	15	11.90	16	0.15	<.70
Responsible	6.90	4	7.30	3	7.12	4	1.28	<.30
Self-Controlled	8.25	7	9.41	12	8.64	7	8.50	<.005

TABLE XIII

MEDIAN TEST COMPARISON OF DESIGNATED STUDENT/ACADEMIC MAJOR GROUPS IN ORDERING OF TERMINAL VALUE

Terminal Value	Business Admin. N=233		Engineering-Tech. N=242		Humanities-Arts N=129		Languages N=36		Math-Natural Science N=213		Social Science N=197		Education N=146		Other N=149		Don't Know N=163		Total N=1508		Median Test Degrees of Freedom: 8	
	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	x^2	p-value
A Comfortable Life	4.29	1	5.20	2	7.90	7	10.50	13	7.92	7	7.58	8	8.85	10	7.38	6	7.30	6	6.97	4	37.50	<.001
Equality	9.03	9	8.03	8	8.83	10	8.67	9	8.04	8	7.18	5	8.31	9	9.00	9	8.90	10	8.50	10	7.33	<.60
Exciting Life	9.79	11	8.55	11	9.30	12	10.08	12	9.88	13	10.95	13	11.37	13	10.50	12	9.92	12	10.05	13	16.94	<.05
Family Security	5.19	3	6.82	5	7.50	6	8.75	10	7.57	5	7.50	7	5.50	2	6.06	3.5	8.61	9	6.97	5	39.11	<.001
Freedom	6.50	5	5.54	3	5.90	3	6.50	4	5.68	2	6.17	2	6.00	4	6.06	3.5	5.83	2	6.03	2	2.13	<.99
Happiness	4.57	2	5.00	1	4.83	1	6.88	5	4.50	1	5.56	1	4.92	1	4.86	1	5.08	1	4.95	1	7.56	<.50
Inner Harmony	10.91	14	10.18	13	9.10	11	7.00	6	9.41	12	9.00	11	8.96	11	11.40	13	9.90	11	9.78	11	24.10	<.005
Mature Love	6.11	4	5.72	4	5.31	2	5.50	1	6.68	3	6.83	3	5.85	3	5.77	2	7.09	4	6.26	3	11.06	<.20
National Security	13.42	15	13.33	15	15.00	18	14.63	17	13.56	16	13.83	15	13.21	16	13.35	16	14.40	17	13.71	17	8.41	<.40
Pleasure	10.70	13	10.09	12	12.00	15	12.00	15	11.89	14	11.23	14	11.58	14	11.50	14	10.72	14	11.24	14	17.22	<.05
Salvation	13.59	16	14.50	18	14.25	16	10.00	11	12.35	15	14.08	17	12.81	15	14.38	17	13.80	16	13.68	15	9.66	<.30
Self-Respect	7.03	6	8.02	7	7.20	4	6.00	3	7.32	4	7.32	6	7.00	5	7.25	5	7.28	5	7.34	6	6.70	<.60
Sense of Accomplishment	10.03	12	10.22	14	9.88	13	10.88	14	9.00	11	9.80	12	9.89	12	9.83	11	10.50	13	9.92	12	4.88	<.80
Social Recognition	13.60	17	13.60	17	14.71	17	15.60	18	14.24	18	14.00	16	14.18	18	14.56	18	14.75	18	14.14	18	11.44	<.20
True Friendship	8.56	8	8.20	9	8.71	9	7.63	7	8.83	10	8.70	10	7.56	7	7.72	7	8.56	8	8.47	9	6.20	<.70
Wisdom	9.46	10	8.24	10	7.42	5	8.63	8	8.21	9	7.17	4	8.15	8	8.58	8	8.50	7	8.41	8	17.07	<.05
World at Peace	8.37	7	7.75	6	8.10	8	5.50	1	7.72	6	8.36	9	7.50	6	9.30	10	7.04	3	7.89	7	10.26	<.30
World of Beauty	14.37	18	13.42	16	11.57	14	12.50	16	14.07	17	14.82	18	14.12	17	12.90	15	13.33	15	13.68	16	27.99	<.001

TABLE XIV

MEDIAN TEST COMPARISON OF DESIGNATED STUDENT/ACADEMIC MAJOR GROUPS IN ORDERING OF INSTRUMENTAL VALUES

Instrumental Value	Business Admin. N=199 Median	Rank	Engineering-Tech. N=212 Median	Rank	Humanities-Arts N=106 Median	Rank	Languages N=29 Median	Rank	Math-Natural Science N=173 Median	Rank	Social Science N=165 Median	Rank	Education N=125 Median	Rank	Other N=125 Median	Rank	Don't Know N=138 Median	Rank	Total N=1272 Median	Rank	Median Test Degrees of Freedom: 8 χ^2	p-value
Ambitious	6.13	3	4.59	2	6.88	4	8.00	8	6.07	2	6.90	4	5.83	2	6.90	3	6.00	2	6.15	3	11.61	<.20
Broadminded	8.17	6	8.11	6	6.14	3	7.50	5	6.83	3.5	6.77	3	8.21	9	9.79	11	8.29	6	7.80	5	15.15	<.20
Capable	8.32	7.5	8.87	8	9.25	11	8.50	10	9.12	9	9.14	10	8.59	10	10.80	12	9.57	12	9.20	11	11.28	<.20
Cheerful	9.06	11	9.00	9	8.14	6	7.50	5	9.28	10	9.50	11	7.72	5	7.70	6	8.67	7	8.69	8	7.51	<.50
Clean	7.00	5	9.41	10	10.00	12	9.30	12	10.17	13	10.50	12	7.83	6	7.50	5	9.29	10	9.18	10	22.91	<.005
Courageous	11.27	15	10.85	14	12.29	17	12.50	16	11.20	14	11.06	14	11.50	15	11.50	14	10.86	14	11.34	14	3.11	<.95
Forgiving	8.50	9	10.76	13	8.50	8	7.83	7	9.65	11	8.94	9	7.90	7	9.40	10	9.69	13	9.33	12	11.21	<.20
Helpful	8.91	10	9.53	11	8.92	10	7.50	5	9.67	12	8.14	7	8.68	11	7.83	7	9.25	9	8.91	9	7.76	<.50
Honest	4.77	1	4.44	1	4.75	2	3.50	1	4.21	1	5.00	1	4.33	1	4.75	1	5.54	1	4.69	1	8.03	<.50
Imaginative	13.56	18	11.82	17	10.08	13	10.75	14	12.96	17	12.86	17	13.21	17	13.30	17	12.53	17	12.52	17	26.00	<.005
Independent	8.32	7.5	7.59	5	8.71	9	6.00	3	7.64	5	7.50	5	8.00	8	7.93	8	7.56	4	7.85	6	1.86	<.975
Intellectual	9.70	13	10.92	16	11.00	15	9.00	11	7.94	6	11.57	15	10.83	13	12.06	15	9.50	11	10.51	13	15.46	<.10
Logical	12.50	16	10.86	15	11.80	16	11.67	15	11.56	15	10.97	13	12.58	16	12.88	16	11.50	15	11.70	16	6.74	<.60
Loving	5.50	2	6.12	3	4.33	1	5.50	2	6.83	3.5	6.23	2	6.17	3	6.00	2	6.19	3	6.01	2	7.58	<.50
Obedient	12.83	17	13.91	18	14.13	18	13.90	18	14.75	18	15.22	18	13.75	18	14.14	18	15.23	18	14.32	18	20.80	<.01
Polite	9.93	14	10.50	12	10.75	14	13.83	17	12.14	16	12.65	16	11.36	14	11.00	13	11.79	16	11.44	15	19.74	<.025
Responsible	6.68	4	6.50	4	7.00	5	9.50	12	8.42	8	7.57	6	7.07	4	8.38	9	7.88	5	7.39	4	15.90	<.05
Self-Controlled	9.31	12	8.34	7	8.22	7	8.17	9	8.19	7	8.72	8	8.90	12	7.28	4	9.00	8	8.58	7	6.80	<.60

TABLE XV

MEDIAN TEST COMPARISON OF DESIGNATED STAFF ACADEMIC MAJOR GROUPS IN ORDERING OF TERMINAL VALUES

	Business Admin. N=16		Engineering-Tech. N=11		Humanities-Arts N=23		Languages N= 5		Math-Natural Science N=25		Social Science N=29		Other N=46		Total N=155		Median Test Degrees of Freedom: 6	
Terminal Value	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	x^2	p-value
Comfortable Life	7.00	6.5	7.50	7.5	10.00	12	8.50	9.5	12.50	14	14.00	15	11.58	12	11.70	13	6.20	<.40
Equality	11.50	12.5	9.50	11	10.00	12	9.50	12	10.00	10	8.50	8	7.88	8.5	9.35	11	6.54	<.40
Exciting Life	7.00	6.5	12.50	15	7.00	6	7.50	7.5	9.50	9	10.00	11.5	9.75	11	8.75	10	4.35	<.70
Family Security	7.50	8	8.50	9.5	4.00	1	4.00	2	10.50	12.5	10.00	11.5	6.75	4.5	7.58	7	14.77	<.025
Freedom	6.67	4	7.50	7.5	8.00	8	4.50	3	6.75	5	7.50	6	4.75	1	6.57	3	7.88	<.30
Happiness	5.50	2	5.50	3	8.50	9	9.00	11	7.00	6.5	9.50	10	6.75	4.5	7.32	6	12.68	<.05
Inner Harmony	6.75	5	4.50	1	6.50	4.5	6.50	5.5	6.17	4	7.83	7	7.13	6	7.00	5	3.50	<.80
Mature Love	9.00	10	10.50	12	7.75	7	6.50	5.5	7.83	8	5.10	3	9.14	10	8.10	9	11.57	<.10
National Security	13.75	15	11.50	13.5	15.50	17	15.50	16.5	15.25	17	16.25	17	14.29	17	15.09	17	7.01	<.40
Pleasure	13.75	15	11.50	13.5	14.00	16	12.50	13	13.50	15.5	14.50	16	12.75	14	13.44	16	6.22	<.40
Salvation	15.00	18	15.50	17.5	17.50	18	17.75	18	17.50	18	17.67	18	17.08	18	17.25	18	14.72	<.025
Self-Respect	3.13	1	5.50	3	5.83	3	2.50	1	4.25	1	4.75	2	5.00	2	4.93	1	11.95	<.10
Sense of Accomplishment	6.50	3	5.50	3	5.17	2	8.50	9.5	4.50	2	4.00	1	6.13	3	5.50	2	4.82	<.60
Social Recognition	14.75	17	14.50	16	12.17	15	15.50	16.5	13.50	15.5	11.00	13	12.94	15	12.94	15	5.05	<.60
True Friendship	8.75	9	6.50	5	11.50	14	7.50	7.5	7.00	6.5	5.70	5	7.88	8.5	7.71	8	13.73	<.05
Wisdom	9.50	11	7.17	6	6.50	4.5	5.50	4	4.90	3	5.50	4	7.75	7	6.81	4	9.98	<.20
World at Peace	13.75	15	15.50	17.5	9.50	10	14.50	15	10.17	11	12.50	14	13.25	16	12.62	14	10.17	<.20
World of Beauty	11.50	12.5	8.50	9.5	10.00	12	13.50	14	10.50	12.5	9.17	9	11.75	13	10.36	12	2.24	<.90

TABLE XVI

MEDIAN TEST COMPARISON OF DESIGNATED STAFF ACADEMIC GROUPS IN ORDERING OF INSTRUMENTAL VALUES

	Business Admin. N=15		Engineering-Tech. N=13		Humanities-Arts N=24		Languages N=7		Math-Natural Science N=25		Social Science N=30		Other N=46		Total N=160		Median Test Degrees of Freedom: 6	
Instrumental Value	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	Median	Rank	x^2	p-value
Ambitious	8.25	7	7.50	6.5	8.75	10	9.50	13	10.00	13	13.00	15	10.50	12.5	10.08	14	8.26	<.30
Broadminded	6.50	3.5	11.50	13.5	8.00	8	10.50	15	7.70	8	6.63	5	5.50	2	6.91	3	14.84	<.025
Capable	7.00	5	9.50	10	6.50	4	8.83	11	6.50	6	7.00	6	6.50	4	7.11	4	13.21	<.05
Cheerful	9.50	10.5	8.50	8.5	13.50	15	9.50	13	12.00	15	9.00	10	10.75	14	10.69	15	10.16	<.20
Clean	12.75	15	11.00	11	14.00	16	13.00	16	15.30	17	14.80	16.5	13.50	16	14.15	16	8.59	<.20
Courageous	7.50	6	11.50	13.5	5.75	2	6.50	7	9.17	12	8.63	9	7.75	6	8.18	7	5.09	<.60
Forgiving	9.50	10.5	6.50	5	8.00	7	6.50	7	11.50	14	10.88	13	10.50	12.5	9.96	13	12.54	<.10
Helpful	11.50	13.5	7.50	6.5	8.88	11	7.50	9.5	9.10	11	5.67	2	8.13	7	8.63	8	8.11	<.30
Honest	4.00	1	4.83	3	3.50	1	1.50	1	4.50	1	5.75	4	3.60	1	4.15	1	6.07	<.50
Imaginative	11.00	12	11.50	13.5	6.50	4	4.50	3	7.17	7	8.50	8	11.75	15	9.75	11.5	11.31	<.10
Independent	11.50	13.5	5.50	4	9.50	12.5	5.00	4	8.00	9	7.50	7	8.50	8	8.09	6	3.59	<.80
Intellectual	9.00	8.5	8.50	8.5	7.50	6	7.50	9.5	6.00	5	9.50	12	9.57	11	8.85	9	2.83	<.90
Logical	9.00	8.5	11.50	13.5	9.50	12.5	9.50	13	5.50	3.5	9.20	11	9.50	10	9.29	10	5.28	<.60
Loving	6.50	3.5	12.50	16	8.50	9	4.00	2	8.50	10	3.50	1	7.13	5	7.36	5	7.01	<.40
Obedient	16.17	18	16.17	18	16.71	18	16.00	18	16.67	18	17.50	18	16.75	18	16.87	18	8.24	<.30
Polite	14.50	17	14.50	17	14.50	17	13.50	17	14.00	16	14.80	16.5	14.25	17	14.52	17	0.92	<.99
Responsible	5.50	2	3.50	1	6.50	4	6.00	5	5.00	2	5.71	3	5.75	3	5.77	2	3.32	<.80
Self-Controlled	13.83	16	4.50	2	10.50	14	6.50	7	5.50	3.5	11.50	14	8.75	9	9.75	11.5	11.69	<.10

A Proposed Clustering of Values for the Community College

The study of student and staff values outlined in the first part of this paper led to the postulation of a clustering of values in the community college. Whether explicitly stated or merely inferential, every institution has some types of value commitments. These may be as definitive as, in the case of business concerns, "to make a certain amount of money within a specified period of time" or as diffuse as "to prepare people to live in a democratic society". Generally, institutional goals stem from and are dependent upon multiple-value systems. Few goals can stand alone as mere isolates in a complex society. Thus, whether they are clearly designated or ambiguous, whether they are singular or multiple, whether they are openly acknowledged or fairly unconscious, no institution exists apart from a value structure.

What, then, are the values of the junior college as an institution of higher education? Do all junior colleges assign importance to the same values? If not, where are the differences and can these differences be attributed to specific variables? How do the values of junior colleges relate to those of other educational structures? Can these values be used to describe the idiosyncratic traits that might distinguish one institution from another? The notes presented here constitute a preliminary attempt to examine the junior college in terms of its values systems and to raise what seem to be pertinent questions regarding alternatives in higher education.

The junior college appears to be formulated on the basis of five separate value constellations that persist, to varying degrees, in effecting the goals toward which any institution strives. These may be classified as: (1) the belief in rational or cognitive man versus the irrational; (2) the belief in a personal God, a somewhat structured religion; (3) the Protestant ethic, a notion that one must work for a living and give value for money received; (4) the concept of democracy, equal opportunity for all; and (5) the view of the person as an individual, having rights of his own, and stressing his individuality.

Let me elaborate a bit further on these five value structures:

1. Cognitive man is seen as a rational being. His behavior, predicated on a thinking perception of the world, is typically seen as the ideal. Thus we teach certain skills so that students are able to deal with certain kinds of cognitive material--literature, mathematics, and the like. The development of learning skills and the abilities to deal with the abstract, the symbolic, are based upon the underlying belief in man as a rational being.

2. Another constellation of values that has played a considerable role in American education falls under the rubric of religion. Students of higher education well know that early schools were founded upon religious notions and were created in order to stimulate and encourage in man the implementation of a religious perspective in his everyday life. There now seems to be an inverse relationship between value structures held by institutions and previous values founded on such

concepts; in other words, a diminishing emphasis on religion in our present day schools.

3. The Protestant ethic implies that man must work for a living. He gives a certain amount of value for whatever remuneration he receives and he is the personification of practical man. The notions that stem from this belief system are that man must "do" that activity that is the important thing in life.

4. The democratic view that all people should be educated to their greatest potential has in the past few years both become more significant and assumed clearer viability. The demands for equal opportunity are now most familiar and although these are based upon very early notions of our American democratic system, it has taken several decades for them to even begin to be implemented in our academic institutions.

5. Our final constellation of values, which has to do with the person in his act of becoming, stems from the psychological, psychometric, and dynamic personality concepts developed in the past 50 years. Words like self-actualization, self-realization, individuation, and individual rights, all have to do with this kind of value structure and as the understanding of man becomes more and more a goal for greater numbers of people, we find that this belief system appears to be operating to a greater extent than in previous times.

Directions

If we say that institutions are founded upon any one--or all--of these beliefs structures, how then can we measure them? Are there means by which we can really find out whether such a structure seems feasible, just what it means for different kinds of institutions, and what effects certain belief systems have upon the eventual behavioral functioning of the people involved in our educational institutions?

Stemming from the early work of Thomas and Znaniecki (1918) the questions of values began to be seen in terms of social organizations and the people involved in these groups. Eventually, building upon the works of such people as Allport, Vernon, & Lindsey (1960), Barton (1962), Kluckhohn (1951), and Morris (1956), several attempts have been made to investigate attitudes and values. One rather simple but operationally sound approach to systematically measuring the belief systems of various groups of people is through Rokeach's Terminal and Instrumental Values Scales. In this respect, we might say that the notion of cognitive man as superior man is seen in the selection of such Rokeach values as wisdom, a sense of accomplishment, intellectual and logical. Religious attitudes are demonstrated in salvation and possibly, a world of peace, honest, and obedient. The Protestant ethic is demonstrated in the importance ascribed to the values family security, obedient, and polite and, possibly, in national security, self respect, ambitious, capable, clean, and helpful. Equal opportunity for all, the notion of democracy, becomes paramount in the selection of equality, freedom, a world of peace, and independent. And finally, the view of the person and his individual rights might be measured by high priorities assigned to the values exciting life, happiness, inner harmony, mature love, pleasure,

a sense of accomplishment as well as social recognition, independent, loving, and self-control.

Using these value scales and ascribing them to various academic institutions might well provide a basis for better understanding academic organizations--and for postulating alternatives in higher education.

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